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ENG 1002G-006: College Composition II

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College Composition II: Argument and Critical Inquiry

English 1002G (90270) / 3 credit hours
Fall 2016 / MW 15:00 – 16:15 / Coleman 3160

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Course Description: “Argumentation, Persuasion, Agency”

English 1002G is a reading and writing course. Your ability to read and write effectively will play an important role in identifying and making the most of future opportunities. Concentrating on aspects of argumentation and rhetoric, this course will enhance your odds of success in your fields of study and provide you with a set of tools for becoming productive and valuable citizens.

The course is designed to enhance your critical reading and communication skills. The written word rules here, but so does your understanding of the sources that you read and evaluate. We will examine how good writing looks (writing standards), how it sounds (style), and where it goes (audience-oriented rhetoric). Over the course of the semester, you will produce short papers and a longer essay through stages of brainstorming, drafting, and fleshing out thesis statements and supporting ideas. You will not do this alone, of course. This is a workshop, which means that, unsurprisingly, you will be writing for an audience larger than your professor. You will receive and offer feedback on fellow students' work. In these feedback loops, you will be encouraged to keep an eye on your own growth as a writer of clear, effective, persuasive, and citation-savvy arguments.

Because this course focuses on argumentation and rhetoric, and since a presidential election falls toward the end of this semester, we will use this coincidence of topic and occasion to analyze some of the rhetorical “events” that occur during the semester. We will also consider our role as democratic agents, our responsibilities and privileges as citizens, in our contemporary political and social debates. In fostering discussion and debate about these important issues, I want to make two points very clear. 1) As your instructor, I am not advocating for any political party or individual: I am not in any way interested in compelling you to vote for any person or group. 2) In order to have productive and meaningful dialogue, it is extremely important that we treat each other with respect, and that we listen to each other with interest and curiosity. Even—indeed, *especially*—when we disagree, we will make every effort to understand the words and perspectives of others (both inside the classroom and beyond). We cannot learn by listening only to those with whom we already agree.

From EIU's Course Catalogue:

ENG 1002G. College Composition II: Argument & Critical Inquiry. College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information. Prerequisite: A grade of “C” or better in ENG1001G/1091G.

IMPORTANT NOTE: This is a writing-centered, writing-intensive course. You will do a lot of writing and responding. If you foresee difficulty in attending class regularly this semester, you should reconsider taking this course. ***Missing five or more classes means that you will have very little chance of passing this course.***

Required Texts

RHETORIC-READER: *Everything's an Argument with Readings*, 7th edition (Lunsford)

READER: *Perspectives on Contemporary Issues*, 7th ed. (Ackley)

HANDBOOK: *The Brief Penguin Handbook*, 5th edition (Faigley)

OTHER: *Compose, Design, Advocate*, 2nd ed. (Wysocki and Lynch)

Course Goals

The primary aim of this course is to help you to become a sharper, more persuasive, and more self-reflective writer. In Composition II, you will develop reading and writing processes ultimately enabling you to demonstrate the ability to:

- ***write with an active knowledge of the principles of argument***: produce writing that acknowledges claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation
- ***write with rhetorical skill***: know your audience, and write persuasively for different audiences and purposes
- ***write ethically and reflectively***: reflect upon your own beliefs and consider the viewpoints and arguments from multiple perspectives
- ***research and evaluate sources fairly***: find and evaluate secondary sources in an efficient and fair manner
- ***write well both grammatically and stylistically***: learn grammatical principles and copy-edit your drafts so that they are grammatically sound, readable, and effective
- ***cite carefully and correctly***: economically and ethically incorporate and correctly document outside sources of ideas and information using MLA (Modern Language Association) citation guidelines
- ***revise copiously***: revise, revise, revise your writing
- ***collaborate effectively***: the revision process will include your offering evaluation of your classmates' writing and receiving feedback on your own
- ***reflect on your learning process and on what makes good writing***: learn to be mindful about positive (and negative) writing choices and how your thinking and reading improve with focus and practice
- ***use and analyze quantitative data***: develop your skills at reading and incorporating "data visualization"

(To see the EIU undergraduate learning goals, go to: <http://www.eiu.edu/learninggoals/>)

GRADES

WHAT	WORTH (out of 1000)	WHEN DUE
Participation	100 points	Every class period
Paper 1a): Options for Voter Registration in IL (1)	50	F 8/31
Paper 2: Summary of Argument (1)	50	F 9/19
Paper 1b): Argument about Voter Registration (3)	125	Draft: 9/14 Final: 9/21
Paper 2: Analysis of Argumentative Fallacies (3)	125	Draft: 9/28 Final: 10/3
Paper 4: Rhetorical Analysis (3)	150	Draft: 10/5 Final: 10/12
Paper 5: Persuasive Argument (7)	200	Draft: 11/18 Final: 12/2
Reflective end-of-semester memo (2)	100	D2L: 8am on Friday, 12/16
Reading quizzes, short exercises, and peer editing sessions	100	Throughout the semester

COURSE POLICIES FOR COMPOSITION

Plagiarism

Plagiarism will not be tolerated and will result in a failing grade for assignment, if not for the entire course. I will follow the departmental policy on plagiarism, and report all cases:

“Any teacher who discovers an act of plagiarism—
“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work”
(*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct:

<http://www.eiu.edu/judicial/studentconductcode.php>

Violations will be reported to the Office of Student Standards.

Respect

Because you have chosen to be in a university classroom, please show respect for your professor and fellow students. Turn off the sound on your cell phone and any other electronic device, and *DO NOT DISRESPECT EVERYONE IN THE CLASSROOM* by looking at your smartphone for any reason. **I will lower participation grades aggressively for those who show disrespect for others. This includes leaving cell phones on, texting in class, and snoozing.**

Emailing

I want to get to know you and your work this semester. Thus I ask that you stop by my office during office hours (or other arranged times) so that we can talk, and not to email me to ask for an “update” on missed assignments. You should exchange contact information with others in the class so that you can get notes, announcements, and missed work if you miss a class. Similarly, you should have someone you can rely on to get handouts on days when you are absent.

Conferences

As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work. You should be prepared to ask questions about assignments I have returned, or assignments that you are writing for the course.

Late Policy—All Assignments Are Due at the Beginning of Class

I'll say it twice because it bears repeating: all assignments are due at the BEGINNING OF CLASS. **I will not as a rule accept late assignments.** Two exceptions:

- 1) Turning in a **LATE DRAFT** of an assignment means that a) you will not receive written feedback from the professor, and b) you will not be able to make up peer assessments (if you miss these days).
- 2) For the **FINAL VERSIONS OF YOUR PAPERS**, you will lose a full grade for every day (not business day) past the due date. Thus five days late means a grade of "zero."

Attendance and Participation; Other Short Assignments

Participation is key. It means more than simply being present in class. It means being prepared, thoughtful, respectful of others, engaged, and fruitfully open to criticism. Because you are adults who have signed up for this course, I expect that you attend class. For each class, I will note who attends and participates. Those who are "on" and present, ready for thoughtful discussion throughout the semester, will receive high participation grades. Accordingly, those who do not, will receive very low participation grades, up to and including "zero." **Bring your textbooks to class and be prepared for discussion.**

Your Course Participation grade will also be determined through a demerit system. You will begin with 100 points, representing 10% of your final grade. **For every class you miss**, you will lose 5 points (i.e., four absences equals 20 points equals 80/100; three absences equals 15 points equals 85/100). Being late for class will count for 2.5 points. If you miss more than six classes, you will be missing more than 20% of the course meetings, and it is very unlikely that you will pass the course. If you find yourself in a situation that is causing you to miss classes, please discuss the situation with me as soon as possible, and we will work on finding ways for you to remain in the course, if we can. Similarly, **I will evaluate you on a number of other required exercises** (small tasks and peer review, for example) for 100 points, representing another 10% of your final grade. Occasionally, I will ask you to complete an assignment on D2L (a quiz, a short writing task) to be completed for the next class period. **For every quiz/task you fail to complete in a timely manner**, you will lose a point. Also, I will occasionally ask each of you to **bring in a source or find an example of a certain kind of argument** for our class discussions. If you are absent and/or have nothing to offer, you will receive a one-point demerit. Please contact me if you have an intervening emergency.

Quizzes, In-Class Assignments, and Other Small Tasks

You cannot make up a quiz, in-class assignment, or other small task after the class period in which it is administered.

Required Format for All Papers and Assignments

- Paper-clip or staple sheets together
- Include a title, your name, and page numbers
- **Use 12-point Times New Roman or Garamond font, double-spaced lines, and one-inch margins**

- Use correct and consistent format (MLA, APA, or Chicago) for all quoted or paraphrased material
- Include a Works Cited page for papers using sources

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Electronic Writing Portfolio (EWP)

Students can submit a sample of their writing for the Electronic Writing Portfolio. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

EIU Writing Center: open M - Th, 9am to 3pm, and 6 - 9pm / Friday 9am - 1pm

We encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is available to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center or you can call 217-581-5929.

You should find the time to visit the Writing Center *at least once* during the semester.

SCHEDULE OF CLASSES—subject to revision

For each class period, you need to **have carefully read** and **be prepared to discuss** the assigned selections in their entirety, starting on the page number given. I will note any exceptions.

H = *handout (also on D2L)*
E's an A = *Everything's an Argument* (the half-green book)
PoCI = *Perspectives on Contemporary Issues*, 7th edition
Compose = *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2nd edition



I may assign additional assignments and readings from your other textbooks.

DATE	READINGS TO BE DISCUSSED / ACTIVITY	WRITING DUE
WEEK 1	<i>Module 1: introduction to argument</i>	
Monday 8/22/16	Introductions; types of argument you will learn	ASSIGN: Short writing on "argument"
Wednesday 8/24	<ul style="list-style-type: none"> • <i>E's an A</i>: Why We Make Arguments (3-21) • Proper email etiquette 	DUE: Paper on Argument ASSIGN: Source(s) for IL Voting Registration
WEEK 2	<i>Module 1: introduction to argument</i>	
Monday 8/29	<ul style="list-style-type: none"> • Req'd: Malcolm Gladwell: "Java Man" (H) • Req'd: <i>E's an A</i>: Appealing to Audiences (21-26) • Req'd: <i>E's an A</i>: Arguments Based on Emotion: Pathos (28-39) 	DUE: Source(s) for IL Voting ASSIGN: Options for IL Voter Registration
Wednesday 8/31	<ul style="list-style-type: none"> • Articles on Omran Daqneesh 	DUE: Options for IL Voter Registration
WEEK 3	<i>Module 1: introduction to argument</i>	
Monday 9/5	LABOR DAY: NO CLASS	
Wednesday 9/7	<ul style="list-style-type: none"> • Req'd: <i>E's an A</i>: Arguments Based on...Ethos/Logos (40-70) 	ASSIGN: 1) Argument. Paper about IL Voter Registration 2) Find a "crap" source
WEEK 4	<i>Module 2: evaluating sources</i>	
Monday 9/12	<ul style="list-style-type: none"> • Req'd: <i>E's an A</i>: Assessing Electronic Sources (432-5) • Req'd: <i>E's an A</i>: Fallacies of Argument (71-86) 	Bring in a "crap" source
Wednesday 9/14	<ul style="list-style-type: none"> • Draft Revision Session 	Due: Draft of Argument about Voter Registration
Thursday 9/15	<ul style="list-style-type: none"> • Required Lecture: Mansa Bilal Mark King: "How We Impoverish Liberal Arts Education by Marginalizing Africana Muslims" (Doudna Lecture Hall, 5pm) 	(If you cannot go, I will offer an alternative assignment)
WEEK 5	<i>Module 1: rhetorical analysis</i>	
Monday 9/19	<ul style="list-style-type: none"> • Req'd: <i>E's an A</i>: Rhetorical Analysis (87-117) 	Due: Short Paper on King's Argument
Wednesday 9/21	<ul style="list-style-type: none"> • Catch-up Day 	Due: Argument. Paper about IL Voter Registration
WEEK 6	<i>Module 3: rhetorical analysis</i>	
Monday 9/26	<ul style="list-style-type: none"> • Req'd: Nicolas Carr: from <i>The Shallows</i> (H) 	
Wednesday 9/28	<ul style="list-style-type: none"> • Draft Revision Session 	Due: draft of argumentative fallacies paper (3) ASSIGN: Rhetorical Analysis (3 pages)
WEEK 7	<i>Module 3: rhetorical analysis</i>	
Monday 10/3	<ul style="list-style-type: none"> • Req'd: Caitlin Doughty: "Shaving Byron" (from <i>Smoke Gets in Your Eyes</i>) (H) 	Due: argumentative fallacies paper (3)
Wednesday 10/5	<ul style="list-style-type: none"> • Draft Revision Session 	Due: draft of rhetorical analysis paper (3)